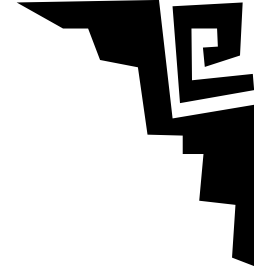
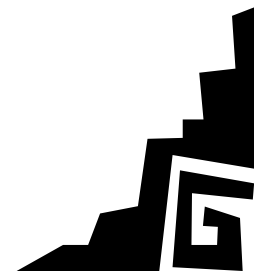
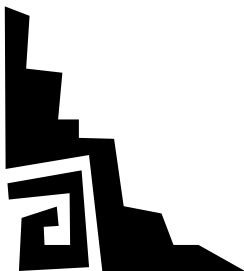


ACTIVITY 1.3

“VETERAN DRIVER PANEL: THE EARLY DAYS”



1. Well ahead of class, invite 4 veteran drivers to serve on a 10-15 minute panel discussion. Select individuals who have driven children with special needs for a long time and are respected by other drivers. “Prep” the panelists by asking them ahead of time to recall their own early days of driving children with special needs. Put panelists at ease by emphasizing the informality and collegiality of the training session.
2. Arrange ahead of time for a table, chairs, water pitcher/glasses, and name tents for the panelists.
3. After utilizing Overhead 1.3 to frame the discussion, introduce your “expert panelists,” and ask each in turn to describe how they’ve seen special education busing change over the course of their career.
4. Use panelist comments to kick off more class discussion on the topic.
5. Thank panelists at the conclusion of the discussion.





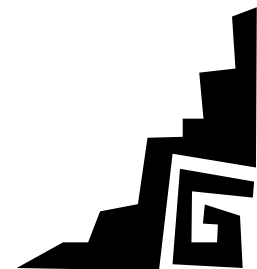
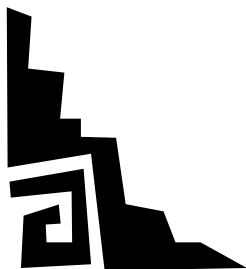
ACTIVITY 1.4

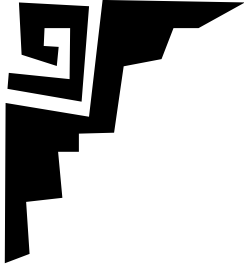
“SPECIAL EDUCATION GUEST SPEAKER: NEW CHALLENGES”



1. Well ahead of class, invite a Special Education Director, Teacher, Psychologist, or Occupational or Physical Therapist to participate in a brief discussion of new challenges facing schools and bus drivers transporting children with disabilities.
2. Prepare the guest speaker by providing a copy of the Unit 1 Framework Page and the Unit 1.4 Core Content Page. Make sure the speaker understands the goals, format, and time constraints of the course.
3. After utilizing Overhead Transparency 1.4 to provide an overview of the topic, introduce the guest speaker.
4. Ask the guest speaker to talk about specific challenges facing your own school district, and how they could affect bus drivers.
5. Trainer serves as moderator for driver questions.
6. Thank the guest speaker at the conclusion of the exercise.

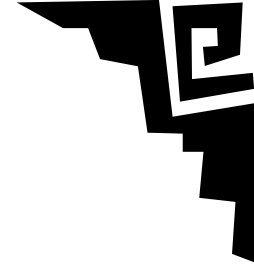
(Note: invite guest to participate in the entire training session to further communication and learn the challenges bus drivers face.)





ACTIVITY 6.2

“ LIFT USE DEMONSTRATION AND PRACTICE”



1. Prior to class, arrange for a bus equipped with a wheelchair lift (or more than one for large classes with more than one trainer) that is representative of buses drivers in the class use. Acquire at least one wheelchair.
2. Based on classroom instruction on life use in Core Content 6.2, trainers should demonstrate proper lift use procedures. (Use a driver volunteer as a child in the wheelchair.) Care must be taken that all drivers are paying attention and able to hear and see the demonstration.
3. Discuss potential dangers of lift use and mistakes drivers must avoid. Point out hazardous areas of the equipment.
4. After all drivers have observed the trainer demonstration, drivers should be broken into pairs. Working in their pairs, each driver should raise and lower the lift with the other driver riding in the wheelchair. Every driver should have a chance to ride the lift and get a feeling of the potential danger.
5. Trainers must closely monitor driver practice in lift use. “Small” mistakes must be pointed out and corrected at once.
6. At the conclusion of the exercise, trainers can move directly into Activity 6.3 on the same bus.





ACTIVITY 6.3

“WHEELCHAIR SECUREMENT DEMONSTRATION AND PRACTICE”



1. As with the previous Activity, a bus equipped with a wheelchair lift (or more than one for large classes with more than one trainer – additional buses and trainers save time during the hands-on practice) and at least one wheelchair should be arranged ahead of time. The wheelchair securement system on the bus should be the type used by drivers in the class. If drivers use more than one system, additional buses with other systems should be arranged as well. If possible, a variety of wheelchair designs should be acquired for the exercise.
2. Activity 6.3 can take place immediately following Activity 6.2 without returning to the classroom.
3. Based on classroom instruction on wheelchair securement in Core Content 6.3, trainers should demonstrate how to properly secure a wheelchair. (Use a driver volunteer as a child in the wheelchair.) Every step in the securement process should be carefully demonstrated. Demonstrating securement on a bus is difficult. It's hard for drivers to see and hear. Open emergency exits and leave lift door open so drivers can see better. Trainers must insist that drivers pay attention and move in close enough to see. It may take several demonstrations to allow all drivers to see the whole process adequately.
4. After all drivers have observed the trainer demonstration, each driver should be required to secure the wheelchair. For drivers who have not done this previously, it will take some time. There is no alternative to hands-on practice. Trainers must closely monitor the exercise. “Small” mistakes must be pointed out and corrected at once.
5. At the conclusion of the exercise, trainers and drivers can move directly into Activity 6.4 on the same bus.



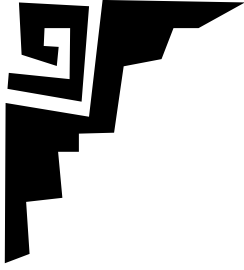
ACTIVITY 6.4

“CHILD SAFETY RESTRAINT SYSTEMS SECUREMENT DEMONSTRATION AND PRACTICE”



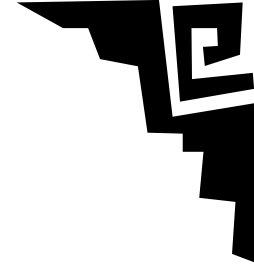
1. Continuing as with previous Activities 6.2 and 6.3, a bus (or more than one for large classes with more than one trainer – additional buses and trainers save time during hands-on practice) and several types of safety seats should be arranged ahead of time. If harnesses and vests are available, they should be acquired as well.
2. Activity 6.4 can take place immediately following Activities 6.2 and 6.3 without returning to the classroom.
3. Based on classroom instruction on safety seat securement in Core Content 6.4, trainers should demonstrate how to properly secure a safety seat. (A second trainer, or a driver volunteer, should serve as the second person helping to tighten the safety seat down.) As with the previous exercises, demonstrations on a bus are difficult. Trainers must remind drivers of the importance of paying attention and moving in close enough to see. It may take several demonstrations to allow all drivers to see the whole process adequately.
4. After all drivers have seen the demonstration and any questions have been answered, drivers should work as pairs and each pair should secure a safety seat. Trainers should monitor and clarify questions as they arise.
5. At the conclusion of the Activity, trainers and drivers may proceed directly into Optional Activity 6.5 if trainers so desire. If not, class should move back into the classroom for debriefing of the exercises and review of the unit.



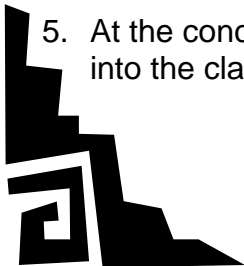


ACTIVITY 6.5

“TLC DRIVING”



1. After completing Activities 6.2, 6.3, and 6.4, trainers may proceed with this optional activity if they wish. The same bus equipped with a wheelchair lift (or more than one for large classes with more than one trainer – additional buses and trainers save time during hands-on practice) can be utilized as in previous activities. Wheelchairs to fill all available wheelchair stations on the buses provided are also needed. A suitable “TLC driving course” must be determined ahead of time. The course should include speed bumps, sharp turns, and potholes if possible.
2. Based on classroom discussion about the importance of TLC driving in Core Content 6.5, as all drivers ride along, trainers should first demonstrate how to properly negotiate bumps and tight turns when transporting students in wheelchairs. Drivers should take turn sitting in wheelchairs secured properly on the bus. Wheelchair stations at the rear of buses will provide the clearest demonstration of the potential “catapult” effect when the bus goes over bumps.
3. After the trainer demonstration, each driver should be allowed to drive the course, with other drivers in the wheelchairs. Trainers should evaluate drivers’ abilities to drive smoothly.
4. An optional sensitivity exercise can be included in this Activity if time allows. As drivers take turns riding in wheelchairs, others can be provided with other types of disabilities, such as blindfolded (visual impairment), ear plugs (hearing impairment), heavy gloves (orthopedic impairment), etc.
5. At the conclusion of the Activity, drivers and trainers should move back into the classroom for debriefing of all exercises and review of the unit.





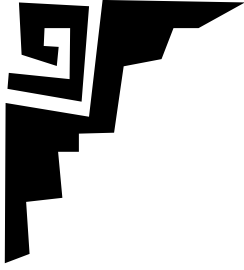
ACTIVITY 7.3

“CREATING AN EVACUATION PLAN”



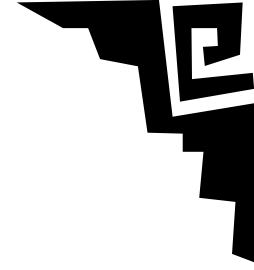
1. After trainer presentation and class discussion of Core Content 7.3, drivers should turn to the Special Needs Route Evacuation Plans in their Driver Workbook section 7.3.
2. First, trainers will demonstrate how to create a plan, using a fictitious or actual special needs bus route as a sample. Using a flipchart and printing large so all drivers can see, trainers should follow the instructions for creating a plan in the Driver Workbook section 7.3. The reasons for every decision in the plan should be explained and discussed. For instance, why it was determined to evacuate a child in the wheelchair, or why a particular sequence for getting children off the bus was decided upon. Drivers in the class should be able to see the thought process that went into creating the plan, and may be able to contribute ideas as well.
3. After the trainer demonstration, drivers should be divided into pairs (or into groups of 5 or 6 if trainers prefer) and a second special needs bus route (fictional or actual) should be described by the trainer. Listing students assigned to the route on the flipchart, and their disabilities, is recommended. After the route and students are adequately described, drivers are instructed to work as pairs or small groups to create an evacuation plan for both basic scenarios.
4. Trainers should move through the classroom during the driver exercise to answer questions and clarify confusion.
5. Each pair or group of drivers should explain the plan they selected to the entire class, or, if trainers prefer, plans can be individually evaluated. It is essential that the completed plans be evaluated, so mistakes and misconceptions are corrected.



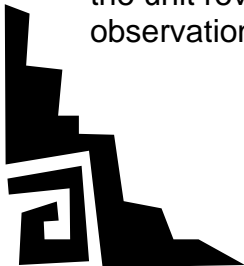


ACTIVITY 7.4

“EVACUATION TECHNIQUES”



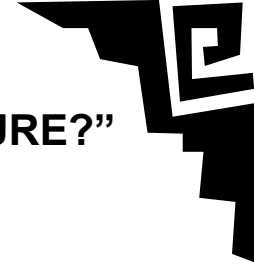
1. Prior to class, trainers should arrange for at least one representative bus (or more buses for large classes with more than one trainer – additional buses save time during hands-on practice), one or more fire blankets, several seat belt cutters and pieces of seat belts, and at least one blindfold.
2. After trainer presentation and class discussion of evacuation techniques in Core Content 7.4, drivers and trainers should move to the prearranged bus for the Activity.
3. One at a time, and insisting that drivers pay close attention, trainers should carefully demonstrate the following techniques: exiting by “sitting and sliding” from a rear emergency door; exiting “feet first, face down” from an emergency window; how to locate the fuel tank under the bus; how to locate the battery, how to open a roof hatch; how to locate emergency exits with eyes closed by counting seat backs; how to cut seat belts correctly; and how to safely drag an injured passenger on a fire blanket.
4. After the trainer demonstrations, drivers should be allowed to practice the techniques as trainers closely monitor and advise. Safety is a priority. Spotters must be utilized during window exit practice to prevent an injury. Careful monitoring of the dragging practice is necessary to prevent an injury. Using a blindfold, drivers should try to locate and open emergency exits.
5. Debriefing the exercises upon return to the classroom should be part of the unit review. Drivers will usually have many questions and observations.





ACTIVITY 8.3

“WHAT’S WRONG WITH THIS PICTURE?”



1. Prior to class, trainers should acquire clothing, footwear, jewelry, etc. that is unsafe or inappropriate when working around children with special needs.
2. Before class, a trainer or a volunteer should dress utilizing the inappropriate or unsafe clothing, footwear, jewelry, etc. Trainer or volunteer can make a “dramatic” or humorous entrance.
3. Based on the material covered in Core Content 8.3 and their own common sense, drivers should point out as many unsafe or inappropriate items as they can.

